



Tenderfoot Academy:

New Title I Directors Workshop

2012 Montana Title I Conference
April 25-26


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AGENDA

10:10-10:15	• Welcome and introductions
10:15-10:20	• Review agenda and session targets
10:20-10:30	• Getting to know our audience
10:30-10:45	• Overview of Title I
10:45-Noon	• Increasing student achievement
Noon-1:00	BREAK FOR LUNCH
1:00-1:30	• Involving parents
1:30-1:45	• Accessing OPI Title I resources
1:45-2:15	• Developing a district-level Title I budget
2:15-2:30	• Questions/Answers
2:30-2:50	• Where are we now? Did we meet our targets?

By the end of this session you will be able to:

1. Describe the purpose and appropriate use of federal Title I funds
2. Identify the role and responsibilities of district/school level Title I Directors/Staff
3. List current OPI Title I goals for Montana schools
4. Develop district/school-level Title I goals for 2012-2013
5. Use multiple data sources to identify students for Title I services



By the end of this session you will be able to:

6. Describe three research-based interventions to increase student achievement in literacy and/or mathematics
7. Identify three research-based methods for involving parents in literacy and mathematics education
8. Access OPI Title I resources via the world-wide web
9. Create a Title I budget using hands on, practice scenarios for both small and large districts

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Getting to know our audience:

- Find survey online [here](#)
- Create name card, include:
 - Your name
 - School district
- [Survey results](#)



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Title I, Part A

- Purpose – to increase the achievement of all students, particularly those who are disadvantaged
- Eligibility is not determined by income level
- Usually 1.0 to 1.5 grade levels behind peers

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NCLB Formula Grants

- ▶ ESEA/NCLB is a formula grant program, not an entitlement.
- ▶ Districts are eligible for an allocation of federal funds through a formula.
- ▶ An application must be submitted and approved to receive a formula grant.
- ▶ Formula grants are monitored to ensure funds are spent according to the approved budgets and requirements are followed.

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Title I, Part A – Improving Basic Programs

- ▶ Instructional programs
 - Pull out:
 - Student is removed from the regular classroom
 - Must receive instruction from a highly qualified teacher
 - Must get same content as in regular classroom plus additional assistance
 - Push in:
 - Student remains in the regular classroom
 - Receives the same instruction as the rest of the class plus additional assistance
- ▶ Paraprofessionals
 - Must be highly qualified
 - Paras must work under the direct supervision of a certified teacher

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Targeted Assistance

- ▶ Targeted assistance programs (TAS) provide direct services to students eligible for Title IA services
- ▶ Services are for reading and math only
- ▶ Services must be *supplemental* to regular educational services
- ▶ School/district must have selection criteria for eligible students that includes *multiple* sources (e.g., below proficient on state assessments, teacher recommendations, local assessments)
- ▶ Samples are located on the OPI website
 - http://www.opi.mt.gov/Programs/TitlePrgms/TitleIA/TitleIA.html#qpm1_2

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Targeted Assistance p. 2

- ▶ Only staff directly supported by IA funds (in whole or in part) are considered Title I staff (teachers, paraprofessionals)
- ▶ Only students who receive services are counted as Title I students for reporting purposes
- ▶ Must track types of services provided to eligible students
- ▶ All students eligible for IA services should receive them, even if eligible under other programs such as IC (Migrant), III (LEP), or X (Homeless)

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Schoolwide Programs

- ▶ Schools with at least 40% poverty are eligible to operate as schoolwide – district must notify school of option
- ▶ School must develop a schoolwide plan that meets all requirements... usually about 1 year for planning
- ▶ Plan should improve achievement for school overall, but students with academic need should still receive supplemental services

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Schoolwide programs p. 2

- ▶ Schoolwide (SWP) plan documents posted on OPI website under Title I Part A Improving Basic Programs page.
 - http://www.opi.mt.gov/Programs/TitlePrgrms/TitleIA/TitleIA.html#gpm1_12
 - http://www.opi.mt.gov/Programs/TitlePrgrms/TitleIA/TitleIA.html#gpm1_2
- ▶ SWP plan requirements are found in NCLB 1114(b)(1)(A-J).
- ▶ SWP plan reviewed and approved by district, revised annually
- ▶ SWP plan is NOT the same as the School Improvement (SI) plan. SWP plan is comprehensive. SI strategies may be part of SWP plan.

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Schoolwide programs p. 3

- Funds should be consolidated from IA, other ESEA/NCLB sources, and state and local sources to create schoolwide program
- ALL staff are considered Title I staff (teachers & paraprofessionals)
- ALL students are considered Title I students for reporting purposes

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Schoolwide programs p. 4

- Some funds may be used in a schoolwide school to provide services directly to targeted students, not as part of the schoolwide program. For example:
 - Title IC (Migrant) funds provide services directly to migrant students

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Private Schools

- NCLB requires equitable participation of private school students, teachers, and other personnel
- Consultation with private schools must occur before decisions are made about programs to be offered
- Private school students and teachers must receive services comparable to those received by public school students and teachers

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Private Schools (cont.)

- ▶ Private school allocation for Title IA is determined by # of low-income students residing in attendance areas selected to be served under Title IA
- ▶ Private school allocation for other programs is based on the proportional share to that spent for public school students, teachers, or parents

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Roles and Responsibilities of district-level Title I Directors

- ▶ Monitor instruction of students
- ▶ Monitor uses of district/school funds
- ▶ Work with administration to use funds wisely
- ▶ Supervise personnel
- ▶ Develop, monitor, and evaluate the program yearly
- ▶ Direct parental involvement programs

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OPI Title I Goals

- ▶ State goals are general
 - Identify eligible students
 - Apply specific strategies to increase learning
 - Exit students as soon as possible
- ▶ Assist districts in appropriate uses of funds
- ▶ Assist teachers in finding and using resources

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Goal Writing Activity

- District level
- School level
- Student level

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Increasing student achievement in literacy and mathematics

- Using multiple data sources to target students
- Research-based interventions
- Professional learning

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Using multiple data sources

- **Assessments**
 - MontCAS Criterion Referenced Test (CRT)
 - Measures of Academic Progress (MAP)
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Curriculum Based Measures (EasyCBM)
 - In program assessments
- **Grades**
- **Attendance** [Example](#)
- **Behavior**

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Research-based interventions



◦ Doing what works

- Examples:
 - Adolescent literacy, Reading comprehension strategies
 - [Graphic organizers](#)
 - [I do, we do, you do](#)
 - K-8 mathematics, Fractions as numbers
 - [Using number lines to recognize fractions as numbers](#)

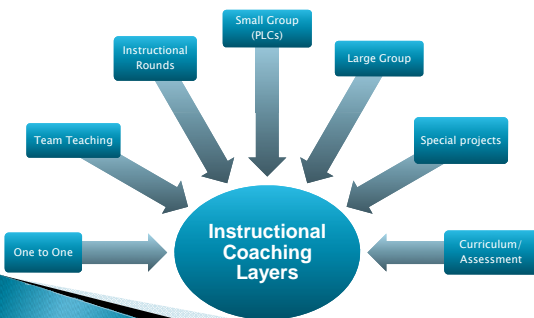
◦ Center on Instruction

◦ Instructional Innovations (OPI)

- [Anita Archer: keeping students engaged](#)

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Professional learning



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Welcome Back!



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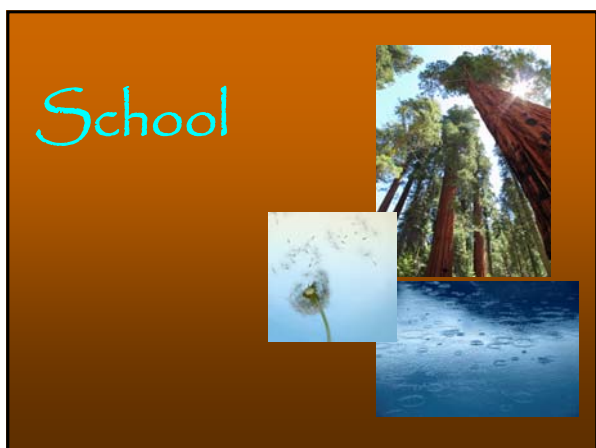












Youth Within a School-Family-Community Partnership



Youth in Isolation



Involving parents What is parent involvement?



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Building Capacity

Not only the capacity
of parents *but* of the
staff that works with
parents

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Non negotiables of PI and Title I

Parent Policy – district & each Title
school – must have parent input
Set aside of 1% if allocation over
\$500,000
Annual meeting
Compact – parents' responsibilities,
school's responsibilities
Ongoing communication between
parents and school

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Continuum of Parent Involvement

- ▶ Parent Involvement Coordinator
- ▶ Family Resource Centers
- ▶ Family Advocates
- ▶ Leadership Teams
- ▶ PTHV Project Home Visits
- ▶ Parenting Partners
- ▶ Early Childhood



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Engaging Parents

- Fact: When parents are involved at home and at school.....
Children do better,
and schools get better.

Anne Henderson

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Parent Involvement Resources



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In closing.....

How do we engage
parents and families
without adding to
the burden our
families carry?

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Fiscal Issues

- Subgrants
- Grant Period
- Allowable Expenses
- Supplement, Not Supplant
- Procurement
- Equipment, Supplies, & Inventory
- Budget Revisions
- Budget Activity

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Poverty Data

- Type of poverty data must be same for all schools
- Most districts use free & reduced lunch qualification
 - Direct certification data available from CNS for free lunch
 - Applications for reduced lunch
- May use survey if no Free & Reduced lunch program offered

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Method of qualifying schools

- Single attendance area (a one-school district or one school per grade span): may serve any school
- District enrollment < 1000: may serve any school(s)
- Rank schools in order by poverty, all above 35% (may group by grade span)
- All public schools must be listed on site eligibility form with poverty rate, including correspondence and charter schools

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Title IA Set-Asides

- ▶ Set-asides are amounts used at district level before allocating funds to schools; some are required
- ▶ Types of set-asides (some required):
 - Administration (optional, as needed)
 - Professional development (at least 10% *each year* for districts in improvement – required)

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Types of Set-Asides p. 2

- Homeless (required; to serve homeless students in non-Title I schools)
- Neglected & delinquent (as needed)
- Parent/family involvement (1% required if IA allocation > \$500,000)
- Extended time (after school, summer school, etc.)
- Choice/SES (amt = up to 20% required if any TI schools at 1mYr1 or above)
- Other district wide programs (preschool, school improvement, etc.)

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Distributing Funds to Schools

- ▶ Find total of set-asides
- ▶ Subtract from IA district allocation
- ▶ Add carryover from prior fiscal year (optional)
- ▶ May add back 95% of parent involvement set-aside to allocate to schools through formula or may keep as set-aside to operate parent programs
- ▶ Balance is amount available to distribute to schools

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Ranking & serving rules

- ▶ All schools at 75% or above poverty must be served
- ▶ Schools served in rank order may be funded at different per pupil amounts as long as higher poverty schools have = or > per pupil (pp) amount
- ▶ Calculate school allocation by # of low-income students X per pupil amount
- ▶ If serve schools < 35% poverty, must use 125% rule

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125% Rule

- ▶ *Only* required if serving schools < 35% poverty
- ▶ Total IA allocation / # of low-income students = per pupil amount
- ▶ Per pupil amount * 1.25 = 125% of per pupil amount
- ▶ Calculate school allocation by # of low-income students X 125% per pupil amount
- ▶ Allocate funds to schools using 125% pp amount until funds run out

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Transferability

- ▶ Transfer:
 - Ability to transfer up to 50% of funds from certain NCLB programs to other programs
 - Restrictions apply to districts in improvement or corrective action
 - Transferred funds "become" funds in new program with new program requirements. (For example, funds transferred into IA increase the IA allocation amount and increase set-aside amounts.)
 - All districts are eligible for transfer (unless in corrective action), but may benefit more from REAP if eligible.

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REAP

- REAP
 - Rural districts that meet federal definition are eligible for REAP
 - Eligible districts may use up to 100% of funds from one program for the purposes of one or more other NCLB programs (certain restrictions apply)
 - REAP funds are not transferred, and unused funds would revert to original program
 - Provides flexibility to pool small amounts of funds

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Budgets

- Complete Transfer or REAP pages first before completing budgets
- Total of all original NCLB allocations minus funds REAPed or Transferred out plus funds REAPed or Transferred in must equal total of all NCLB funds after REAP or Transfer
- Budgets and narratives must match program activities section of application
- Expenditures must meet program and fiscal requirements

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Subgrant

- Subgrant (e.g., pass-through funds from state administered program)
 - Allowable activities based on applicable statute, local plan, state rules
 - Management rules:
 - EDGAR part 76– State Administered Programs
 - EDGAR part 80–Uniform Administrative Requirements
 - OMB Circular A–87– Cost Principles for State, Local, and Indian Tribal Governments
 - A–133 Compliance Supplement
 - State law/policies and procedures

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Grant Period EDGAR 76.708

- ▶ Funds may be obligated for a subgrant on the later of:
 - The date the state may obligate funds under the grant period (July 1) or
 - The date the district submits its application to the state in a "substantially approvable form" (program activities, budgets & narratives, signed cover page & assurances submitted)
- ▶ Reimbursement of expenses is subject to approval of the final application

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Grant Period p. 2 EDGAR 76.709

- ▶ Unexpended funds from the first grant year may be carried forward to the next grant year
- ▶ State must return funds not obligated to the federal government
- ▶ FY 2012 Funds:
 - July 1, 2011 – September 30, 2012 (1st grant period)
 - October 1, 2010 – September 30, 2011

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Grant Period p. 3 EDGAR 76.709

- ▶ Some Titles have carryover limitations:
 - Title IA – 15%
 - Title IC – carryover not allowed
- ▶ State fiscal year July 1 – June 30
- ▶ Federal fiscal year October 1 – September 30
- ▶ Federal funds carried over after June 30 of the state fiscal year must be obligated by September 30

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Allowable Expenses

- ▶ All Costs Must Be:
 - Allowable under grant requirements
 - Necessary & Reasonable
 - Allocable (proportionate to program)
 - Legal under state and local law
- ▶ OMB Circular A-87 State, Local & Indian Tribal Governments
- ▶ OMB Circular A-133 Compliance Supplement

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Supplement, Not Supplant

- ▶ Federal funds must be used to “supplement, not supplant” services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases, other federal funds).
- ▶ Always ask: “What would have happened in the absence of federal funds?”

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Supplement, Not Supplant p. 2

- ▶ A-133 Compliance Supplement presumes supplanting in 2 situations:
 1. Used federal funds to provide services the SEA (state) or LEA (district) is required to make available under other federal, state or local laws
 2. Used federal funds to provide services the SEA or LEA provided with state or local funds in the prior year

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Supplement, Not Supplant p. 3

► Presumption may be rebutted:

- If SEA or LEA demonstrates it would **not** have provided the services with state or local funds if the federal funds were not available



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Supplement, Not Supplant p. 4

► To rebut presumption show:

- Fiscal or programmatic documentation to confirm that, in the absence of federal funds, would have eliminated staff/services in question
- State or local legislative action
- Budget histories and information

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Equipment, Supplies, & Inventory

► Different rules for equipment and supplies

► Equipment

- Federal Definition of Equipment
 - Tangible personal property
 - Useful life of more than one year
 - Acquisition cost of \$5,000 or more
- LEA may use lower cost threshold for equipment
 - "Sensitive" items may also need to be tracked (Blackberry, digital cameras, etc.)

► Supplies

- Everything else

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Equipment, Supplies, & Inventory p. 2

- ▶ Equipment
 - Must have adequate controls in place to account for location, custody, & security of equipment
 - Property records: Description, serial number or other ID, title info, acquisition date, cost, percent of federal participation, location, use and condition, and ultimate disposition
 - Physical inventory – at least every two years
 - Control system to prevent loss, damage, theft
 - Follow disposition rules when no longer needed

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Equipment, Supplies, & Inventory p. 3

- ▶ Supplies
 - Must maintain effective control and accountability
 - Must adequately safeguard all such property
 - Must assure that it is used solely for authorized purposes
 - Inventory not required

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Budget Revisions

- ▶ After the NCLB Application is approved, district must get prior approval from OPI for the following changes:
 - Project or activities that exceed 50% of current approved budget line item
 - Programmatic Changes – Any revision in the scope or objectives of the grant

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Budget Revisions p. 2

- ▶ Submit budget revisions by creating an Egrant amendment
- ▶ After submission to OPI, the grant will be read and approved
- ▶ If it is not approved, the district will be notified of the reasons
- ▶ After approval, funds can be requested by the normal procedure

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Developing a district-level Title I budget

- Budget activity

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Resources & Assistance

- ▶ OPI forms and webinars
- ▶ OPI website: www.opi.mt.gov
 - Finance and Grants tab
 - Egrants login
 - Grants password and login
 - ESEA/NCLB Consolidated Application

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Resources & Assistance p. 2

- ▶ USED website: www.ed.gov
 - Federal program legislation, regulations & guidance
- ▶ EDGAR:
www.ed.gov/policy/fund/reg/edgarReg/edgar.html
- ▶ OMB Circulars:
www.whitehouse.gov/omb/circulars/

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Questions?

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Where are we now?

- Did we meet our targets?
 - Take survey [here](#)
 - Survey [results](#)
- [Plus/Delta](#)
 - What went well?
 - What might we do differently next time?



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